

Longburn Primary School

How Am I Unique?

Thinking

Reflective thinking helps us make connections about who we are



Using language, symbols & texts

We can use language to communicate and inform an audience about our ideas with impact.



Managing Self

Perseverance and commitment is needed to complete projects.

The Aim of Rich Learning is:

To provide a relevant, inquiry-based cross-curricular learning opportunity that sees our students develop deep contextual knowledge, skills and understandings through authentic contexts.

Relating to Others

We need to appreciate and support others and find unity through diversity.



Participating & Contributing

The role you have in a group and how you interact with others affect all of people in the group.



UNIQUENESS

RICH LEARNING CONTEXT: KIWIANA

TERM TWO
2009

HOW AM I UNIQUE? (CORE QUESTION)

WALT...

Understand how we are unique and communicate this through a planned, creative and collaborative performance

DEEPER UNDERSTANDINGS (KEY COMPETENCIES) –

Thinking (Guiding Competency): Reflective thinking helps us make connections about who we are.

Using language, symbols & texts: We can use language to communicate and inform people about how we are unique.

Managing Self: Perseverance and commitment is needed to complete projects.

Relating to Others: We need to appreciate and support others and respond to differences.

Participating & Contributing: The role you have in a group and how you interact with others affect all of the people in the group.

LEARNING INTENTIONS – *(Relate to deeper understandings & key concepts for learning):*

Thinking: Reflective thinking helps us make connections about who we are.

- Understand and explain what a reflective thinker is
- Apply my understandings to everyday learning
- Analyse and reflect about myself and who I am

Using language, symbols & texts: We can use language to communicate and inform people about how we are unique.

- Understand what communicating means
- Describe various ways to communicate
- Communicate my uniqueness creatively

Managing Self: Perseverance and commitment is needed to complete projects.

- Understand the words perseverance and motivation
- Give examples of situations where I have persevered and been motivated
- Create a strategy kit to use when I have to commit to something
- Reflect on the strategy kit and its use on my learning

Relating to Others: We need to appreciate and support others and respond to differences.

- Understand and describe what difference mean
- Compare and contrast our differences with each other
- Apply our understandings to support and appreciate people's differences

Participating & Contributing: The role you have in a group and how you interact with others affect all of the people in the group.

- Understand the words interaction, influence, action and affects
- Identify and reflect on how my actions influence and affect others
- Identify and describe how I can contribute positively in a group
- Reflect on the impact of my contribution to the group

SUCCESS CRITERIA...

Thinking:

- Talk and discuss the words – reflective thinker
- Self assess my work
- Write down special things about me
- List things about myself I want to improve and set goals

Using language, symbols & texts:

- Brainstorm and list ideas
- Use our list to explore different ways to communicate and express ourselves:
- Art –drawings, role- play, music, dance, mime
- Write stories, poems about myself and how I am unique

Managing Self:

- X chart on ideas towards perseverance/motivation
- List own examples
- Make a chart of strategies, tools to use when committing to something
- Evaluate the chart over time

Relating to Others:

- Read about and discuss differences
- Venn Diagrams about different things
- Create an affirmation list for other's differences
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Participating & Contributing:

- Brainstorm ideas about being part of a group
- Define roles within a group
- Identify individual strengths and weaknesses
- Evaluate my contributions to the group

ASSESSMENT TOOLS: THE RICH ASSESSMENT

Rich Assessment Piece: To communicate our understandings about what makes us unique and express this through a planned, creative and collaborative performance

CURRICULA LINKS

(Highlight those relevant – add extras that you find apply)

KEY COMPETENCIES

Thinking

Using metacognitive and reflective processes to make sense of and question information, experiences & ideas and use these in inquiring about and communicating how they are unique in relation to others:

Reflective thinking helps us make connections about who we are.

Managing Self

Reflection on who they are and how to use strategies such as setting goals, making plans, meeting challenges and behaving appropriately to motivate them and encourage perseverance and commitment in tasks:

Perseverance and commitment is needed to complete projects.

Relating to Others

Reflecting on and practising interacting effectively with a diverse range of people by recognising and accepting difference, taking on different roles and being open to new ideas:

We need to appreciate and support others and respond to differences.

Using Language, Symbols & Texts

Interpret and use words, images, movement, metaphor, and technologies and recognise how choices of language and symbol affect people's understanding and the ways in which they respond to communications:

We can use language to communicate and inform people about how we are unique.

Participating & Contributing

Participating in local, national and global communities and make connections with others and participating and contributing actively in new roles:

The role you have in a group and how you interact with others affect all of the people in the group.

LEARNING AREA ACHIEVEMENT OBJECTIVES

Dance

Understanding the Arts in Context

- *Demonstrate an awareness of dance in their own lives and in their communities. (Level 1-2)*

Developing Practical Knowledge

- *Explore/identify movement with a developing awareness of the dance elements of body, space, time, energy and relationships. (Level 1-2)*

Developing Ideas

- *Combine and contrast the dance elements to express images, ideas, and feelings in dance. (Level 4)*

Communicating and Interpreting

- *Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances. (Level 1-2)*
- *Prepare and share dance movement. (Level 3)*
- *Prepare and present dance with an awareness of the performance context. (Level 4)*

Drama

Understanding the Arts in Context

- *Identify drama as part of everyday life and recognise that it serves a variety of purposes. (Level 1-2)*

Developing Practical Knowledge

- *Explore and play with elementary drama. (Level 1)*
- *Explore and use elements of drama for different purposes. (Level 2)*
- *Use and apply elements, techniques, and relevant technologies in exploring drama conventions. (Level 3-4)*
- *Use conventions to structure drama. (Level 4)*

Developing Ideas

- *Initiate and develop ideas with others to create drama. (Levels 1-4)*

Communicating and Interpreting

- *Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas. (Level 1)*
- *Share drama through informal presentation and respond to elements of drama. (Level 2)*
- *Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning. (Level 3-4)*

Music

Developing Ideas

- *Explore ways to represent sound. (Level 1-2)*
- *Experiment with changing and shaping sound through a variety of processes as they listen, respond to, and apply musical elements and techniques. (Level 3)*

Communicating and Interpreting

- *Share sound making and reflect on live and recorded sound and music. (Level 1)*
- *Reflect on live and recorded sound and music. (Level 2-3)*
- *Reflect on the communicative qualities of live and recorded sound and music. (Level 4)*

Visual Arts

Developing Practical Knowledge

- *Explore elements and principles and discover ways of using a variety of materials and tools. (Level 1)*
- *Identify and explore elements and principles, using a variety of materials and processes. (Level 2)*

Developing Ideas

- *Express visual ideas in response to a variety of motivations, observation, and imagination. (Level 1)*
- *Develop visual ideas. (Level 2)*

Social Sciences

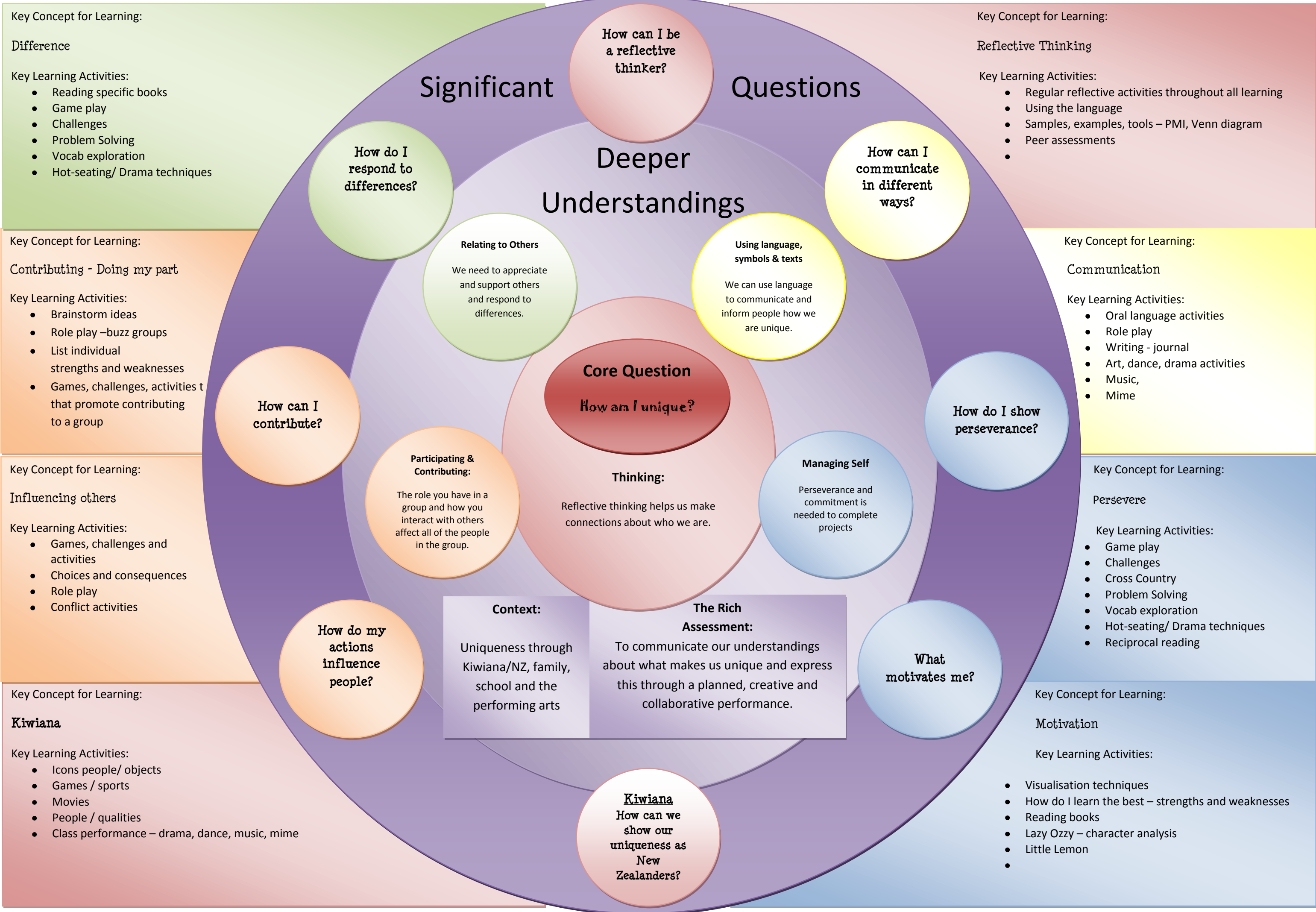
Identity, Culture, and Organisation (Levels 1-4):

- *Students learn about society and communities and how they function, about the diverse cultures and identities of people within those communities, and about the impact of these on the participation of groups and individuals, with a focus on: understanding how the cultures of people in New Zealand are expressed in their daily lives; the role of Maori as tangata whenua is significant for communities in New Zealand.*

English

Listening, Reading, Viewing; Speaking, Writing, Presenting (Levels 1-4):

- *Purposes and audiences: show an understanding of how texts are shaped, and how to shape texts, for different purposes and audiences.*
- *Ideas: Show an understanding of ideas within, across, and beyond texts; form and express ideas on a range of topics.*
- *Language features: Show an understanding of how language features are used, and use language features appropriately, within and across texts, understanding their effect.*
- *Structure: Organise texts, using a range of appropriate and coherent structures.*





How am I unique?

WALT...Rich Assessment

Understand how we are unique and communicate this through a planned, creative and collaborative performance





Deeper Understandings (Key competencies)

THINKING (Guiding Competency):

Reflective thinking helps us make connections about who we are.

How can I be a reflective thinker?

Learning Intentions - *(Relate to deeper understandings & key concepts for learning):*

THINKING:

- Understand and explain what a reflective thinker is
 - Apply my understandings to everyday learning
 - Analyse and reflect about myself and who I am

Signs of Success...

THINKING:

- Talk and discuss the words – reflective thinker
 - Self assess my work
 - Write down special things about me
- List things about myself I want to improve and set goals



Deeper Understandings (Key competencies)

USING LANGUAGE, SYMBOLS & TEXTS:

We can use language to communicate and inform people about how we are unique.

How can I communicate in different ways?

Learning Intentions - *(Relate to deeper understandings & key concepts for learning):*

USING LANGUAGE, SYMBOLS & TEXTS:

We can use language to communicate and inform people about how we are unique.

- Understand what communicating means
- Describe various ways to communicate
- Communicate my uniqueness creatively

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Signs of Success...

USING LANGUAGE, SYMBOLS & TEXTS:

- Brainstorm and list ideas
- Use our list to explore different ways to communicate and express ourselves:
 - Art –drawings, role- play, music, dance, mime



Deeper Understandings (Key competencies)

MANAGING SELF:

Perseverance and commitment is needed to complete projects.

How do I show perseverance?

What motivates me?

MANAGING SELF:

Perseverance and commitment is needed to complete projects.

- Understand the words perseverance and motivation
- Give examples of situations where I have persevered and been motivated
- Create a strategy kit to use when I have to commit to something
 - Reflect on the strategy kit and its use on my learning

Signs of Success...

MANAGING SELF:

- X chart on feelings towards perseverance/motivation
 - List own examples
- Make a chart of strategies, tools to use when committing to something
 - Evaluate the chart over time

Deeper Understandings (Key competencies)

PARTICIPATING & CONTRIBUTING:

The role you have in a group and how you interact with others affect all of the people in the group.

How can I contribute?
How do my actions influence people?

PARTICIPATING & CONTRIBUTING:

The role you have in a group and how you interact with others affect all of the people in the group.

- Understand the words interaction, influence, action and affects
- Identify and reflect on how my actions influence and affect others
- Identify and describe how I can contribute positively in a group
 - Reflect on the impact of my contribution to the group

Signs of Success...

PARTICIPATING & CONTRIBUTING:

- Brainstorm ideas about being part of a group
 - Define roles within a group
- Identify individual strengths and weaknesses
- Evaluate my contributions to the group

Deeper Understandings (Key competencies)

RELATING TO OTHERS:

We need to appreciate and support others and respond to differences.

How do I respond to difference?

RELATING TO OTHERS:

We need to appreciate and support others and respond to differences.

- Understand and describe what difference mean
- Compare and contrast our differences with each other
- Apply our understandings to support and appreciate people's differences

Signs of Success...

RELATING TO OTHERS:

- Read about and discuss differences
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- Create an affirmation list for other's differences

Deeper Understandings

Kiwiana

How can we show our uniqueness as New Zealanders?

Signs of Success...

- **Create an art work that reflects our uniqueness**
- **Create a performance that shows our understandings of Kiwiana**